



Evaluation of Learning for Children with Special Needs at SDN Gunung Sekar 2 Sampang

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ABSTRACT

This study aims to evaluate the learning process of children with special needs at SDN Gunung Sekar 2 Sampang. The evaluation was conducted to determine the extent of the effectiveness of learning strategies, availability of facilities, and the role of teachers in meeting individual student needs. The research method used was a qualitative approach with observation, interview, and documentation techniques. The subjects of the study included class teachers, students with special needs, and the principal. Initial results showed that there were quite good efforts in implementing an inclusive learning approach, although there were still limitations in terms of resources and teacher training. The findings of this study emphasize the importance of developing teacher competencies and providing adequate supporting facilities to support the learning of children with special needs. This evaluation also recommends the need for cooperation between schools, parents, and related agencies to create a friendly and adaptive learning environment. With ongoing evaluation, it is hoped that SDN Gunung Sekar 2 Sampang will be able to provide more optimal and inclusive education services for all its students.

Keywords: *Evaluation, Learning, Special Needs*

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INTRODUCTION

Education is a person's lifelong learning experience that is done consciously to improve certain abilities, knowledge, understanding and skills. This means that education can be done without knowing the limits of age, space and time. Education also does not recognize restrictions on activities and forms, any activity that is useful for increasing certain knowledge and skills is called education. So that every citizen has the right to receive quality education organized by the government or non-governmental institutions (Lilik Maftuhatin, 2014).

Education is the right of every child, including children with special needs (ABK). In Indonesia, educational problems for Children with Special Needs (ABK) revolve around the adjustment of learning materials, differences in intellectual abilities, limited learning time, teachers' ability to master effective learning methods, lack of support from parents, lack of variety in learning media (Muhammad Anshar, et.al., 2020). In Indonesia, inclusive education is one of the proposed approaches to ensure that all children, regardless of their background or needs, have equal access to quality education. At SDN Gunung Sekar 2 Sampang, learning evaluation for ABK is crucial to understand the effectiveness of the teaching methods applied and to identify the challenges faced by students.

Every learning requires evaluation, part of the evaluation itself is assessment. As for assessment, it is an activity to assess something. In other words, assessment is termed assessment, which is a process of observing, recording, and documenting student performance and work and how they do it as a basis for making educational decisions that are useful for students (Rizka Harfiani and Hasrian Rudi Setiawan, 2019).

Through in-depth evaluation, we can understand more about the successes and obstacles faced by ABK in participating in learning. This will help in designing better strategies to support their spiritual and moral development, so that they can contribute positively to society.

Based on the background above, the researcher is interested in knowing about the evaluation of learning for children with special needs at SDN Gunung Sekar 2 Sampang. The purpose of writing this article is to find out the process of evaluating learning for children with special needs at SDN Gunung Sekar 2 Sampang.

RESEARCH METHODS

In this study, we as the authors of the article use a qualitative method because the data we want to obtain focuses on in-depth descriptive explanations. A qualitative approach is a research method that presents descriptive data from the subjects studied, such as their words, writings, or behavior (Bogdan, 1992). The location of this study is at SDN Gunung Sekar 2 Sampang. The principal and special guidance teacher of SDN Gunung Sekar 2 Sampang are the subjects of this study. The data that researchers can source from humans and non-humans. The human data sources are the principal and special guidance teacher of SDN Gunung Sekar 2 Sampang. While non-human data sources are obtained from document analysis related to the material discussed in this article, such as: books and journals. The collection procedure is carried out using interview, observation and document analysis techniques. Interviews were conducted to obtain additional non-physical data sourced from the principal and special guidance teacher of SDN Gunung Sekar 2 Sampang. And document analysis was carried out with a literature study related to the

material discussed in this article.

RESULTS AND DISCUSSION

Literally, evaluation comes from the English word evaluation which means assessment or estimation. According to Stufflebeam, evaluation is defined as "The process of delineating, obtaining, and providing useful information for judging decision alternatives." This means that evaluation is the process of describing, obtaining, and presenting useful information to formulate an alternative decision (Saeful Kurniawan, 2024). In the learning system, evaluation is an important component and stage that must be taken by teachers to determine the effectiveness of learning. The results obtained can be used as feedback for teachers in improving and perfecting learning programs and activities. So that learning evaluation can be interpreted as a process of collecting, analyzing, and interpreting information systematically to determine the extent to which learning objectives have been achieved.

Children with special needs (ABK) is a term used to refer to children who have special conditions or needs that are different from children in general. These special conditions or needs can be physical, intellectual, emotional, or developmental (Sri Nurhayati Selian, 2023). Based on the explanation above, learning evaluation for children with special needs can be interpreted as a systematic process to collect data and information about the learning development of students with special needs. Learning evaluation for children with special needs is very crucial, because evaluation is a measuring tool or process to determine the level of achievement of student success in learning materials or materials that have been delivered. In the learning system, evaluation is an important component that must be taken by teachers to determine the achievement of learning objectives or the effectiveness of learning. The results of the learning evaluation for children with special needs can be used as feedback for teachers to reflect on the learning carried out so that teachers can improve and perfect the next learning activities (Gamar Abdullah, et.al., 2024).

SDN Gunung Sekar 2 Sampang is one of the educational institutions that implements an inclusive education program, where the institution has 27 students with special needs. In implementing the inclusive program, learning evaluation for children with special needs is needed for the success of the program. The stages of learning evaluation for children with special needs at SDN Gunung Sekar 2 Sampang include:

The Learning Evaluation Planning Process for Children with Special Needs (ABK) at SDN Gunung Sekar 2 Sampang

Planning is the initial stage in learning evaluation. This stage is very important to ensure that every child gets quality education and according to their needs. With careful planning, evaluation can be an effective tool to monitor children's development and improve the quality of learning. The steps taken in the learning evaluation planning stage include:

Determining Learning Objectives

The first step in planning learning evaluation for children with special needs is to determine learning objectives. These learning objectives must be clear and measurable and must be in accordance with the needs and abilities of the child. These learning objectives are divided into three domains, namely: cognitive, affective, and psychomotor. By determining the learning objectives first, the implementation of learning evaluation for children with special needs will be focused.

Determining Evaluation Instruments

The next step, after determining the learning objectives, is to determine the evaluation instrument. The evaluation instrument that can be used to measure the achievement of learning objectives for children with special needs can be in the form of providing questions. The form of questions given to children with special needs varies according to the abilities of each child. This is based on the results of an interview with Mr. Ali Mahbobby, S.Pd., a special guidance teacher at SDN Gunung Sekar 2 Sampang.

For example, if the exam is different for each child. For example, the Final Semester Exam is coming soon, the exams are different. Some only have to thicken their writing, some are asked to write a lot. So each child has different questions.

The principal of Gunung Sekar 2 Elementary School, Sampang, stated the same thing.

The questions are in accordance with the child's abilities. Even though they are in grade 6, like Yoyo, the questions are in the form of pictures, even though she is already in grade 6. So the assessment is adjusted to the abilities of each child. So the questions are different from regular students.

The Process of Implementing the Evaluation of Learning for Children with Special Needs (ABK) at SDN Gunung Sekar 2 Sampang

After the implementation stage, the next stage is the implementation of the learning evaluation. The implementation of the learning evaluation of children with special needs at SDN Gunung Sekar 2 Sampang, namely:

Learning Evaluation Implementation Time

Evaluation of learning for children with special needs at SDN Gunung Sekar 2 Sampang is carried out in accordance with the established educational calendar. This exam includes the Mid-Semester Exam (UTS) for odd semesters, Final Semester Exam (UAS) for odd semesters, (UTS) for even semesters, and (UAS) for even semesters. In addition, Daily Exams (UH) are also carried out.

Implementation of evaluation for one ABK with another ABK

In addition to taking regular exams, children with special needs will also take special evaluations. They will later be called to the resource room to be evaluated by the GPK. And the form of evaluation between one ABK and another is different. This is in accordance with what was stated by the Principal of SDN Gunung Sekar 2 Sampang.

At another time, these ABK were called to the resource room to be tested. For example, "let's try reading". And this was used as a reference for the assessment, not those who participated regularly. But that was done at another time.

Form of Reporting the Results of the Evaluation of Learning for Children with Special Needs at SDN Gunung Sekar 2 Sampang

After the learning evaluation is carried out, the next step is reporting the results of the learning evaluation. This learning evaluation report aims to provide a clear picture of the development of student learning, strengths, and weaknesses, and can be used as a reference for implementing follow-up actions. The form of the learning evaluation report for children with special needs at SDN Gunung Sekar 2 Sampang which is given every semester is a regular report card and a narrative report card. A regular report card is a report card for regular program students with a description of the grades obtained by students in the form of numbers. And a narrative report card is a description of student achievement in the form of narratives/words. This is based on the statement of the principal of SDN Gunung Sekar 2 Sampang.

We have our own assessment standards for ABK. And the value on the report card is the KKM

value, in the general report card. If in the special report card we adjust it to the ability of each ABK, and this is what the parents must know. So there are two report cards for ABK.

Mr. Ali Mahbobby, S.Pd., a special guidance teacher at SDN Gunung Sekar 2 Sampang, stated the same thing.

For report cards for children with special needs, we have two. First, the general report card because the principal himself requested it, the children were told to give report cards as usual. Then there are special report cards, and each child's special report card is different. For example, Samsul Arifin, his social skills are B, his reading skills are C, his arithmetic skills are D. And in the special report card there is also a description of the child's abilities. So for children with special needs, there are two report cards.

The form of the report on the learning outcomes of children with special needs at SDN Gunung Sekar 2 Sampang is in accordance with the learning outcome report used by institutions that use the modified curriculum model. The following is the form of reporting the learning outcomes of children with special needs based on the curriculum model used:

For students who use the full regular curriculum model, the learning outcome report model (report card) uses the current regular report card model.

For students who use a modified curriculum model, the learning outcome report model (report card) uses a regular report card which is equipped with a description (narrative) that describes the quality of their learning progress.

For students who use an individualized curriculum, a quantitative report card model is used which is equipped with a description (narrative). Quantitative assessment is based on basic abilities (baseline).

CONCLUSION

Evaluation of learning for children with special needs can be interpreted as a systematic process to collect data and information about the learning development of students with special needs. Evaluation of learning for children with special needs is a very crucial thing, because evaluation is a measuring tool or process to determine the level of achievement of student success on teaching materials or materials that have been delivered.

The stages of learning evaluation for children with special needs at SDN Gunung Sekar 2 Sampang include: planning, implementation, and reporting of learning evaluation results. First, the planning stage. The steps taken in the planning stage of learning evaluation include: determining learning objectives and evaluation instruments. Second, the implementation stage. Learning evaluation for children with special needs at SDN Gunung Sekar 2 Sampang is carried out in accordance with the established education calendar, including: UTS, UAS. In addition to taking regular exams, children with special needs will also take part in special evaluations. They will later be called to the resource room to be evaluated by the GPK. And the form of evaluation between one ABK and another is different. Third, the stage of reporting the results of learning evaluation. The form of the report on the results of learning evaluation for children with special needs at SDN Gunung Sekar 2 Sampang which is given every semester is a regular report card and a narrative report card.



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